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ARSTRACT

Described in this report is a plan to improve public education in Houston, Texas. Specifically discussed are program components relevant to students; parents, business, and the community; and educational staff. Student components of the plan focus on achievement objectives, minimum competency testing, standards, proficiencies, extended educational programs, a code of student conduct, recognition of attendance and excellence, and a magnet program to attract qualified students to a career in teaching. Components concerning parents, business, and the community include a six-level parent involvement program and a comprehensive volunteer program. Components related to staff concern pay and incentives; programs requiring employees to demonstrate proficiency in academic, content area, and/or administrative skills; a physical fitness program for employees; and the school district's establishment of a department of technology to train staff in computer technology and applications to education. (RH)

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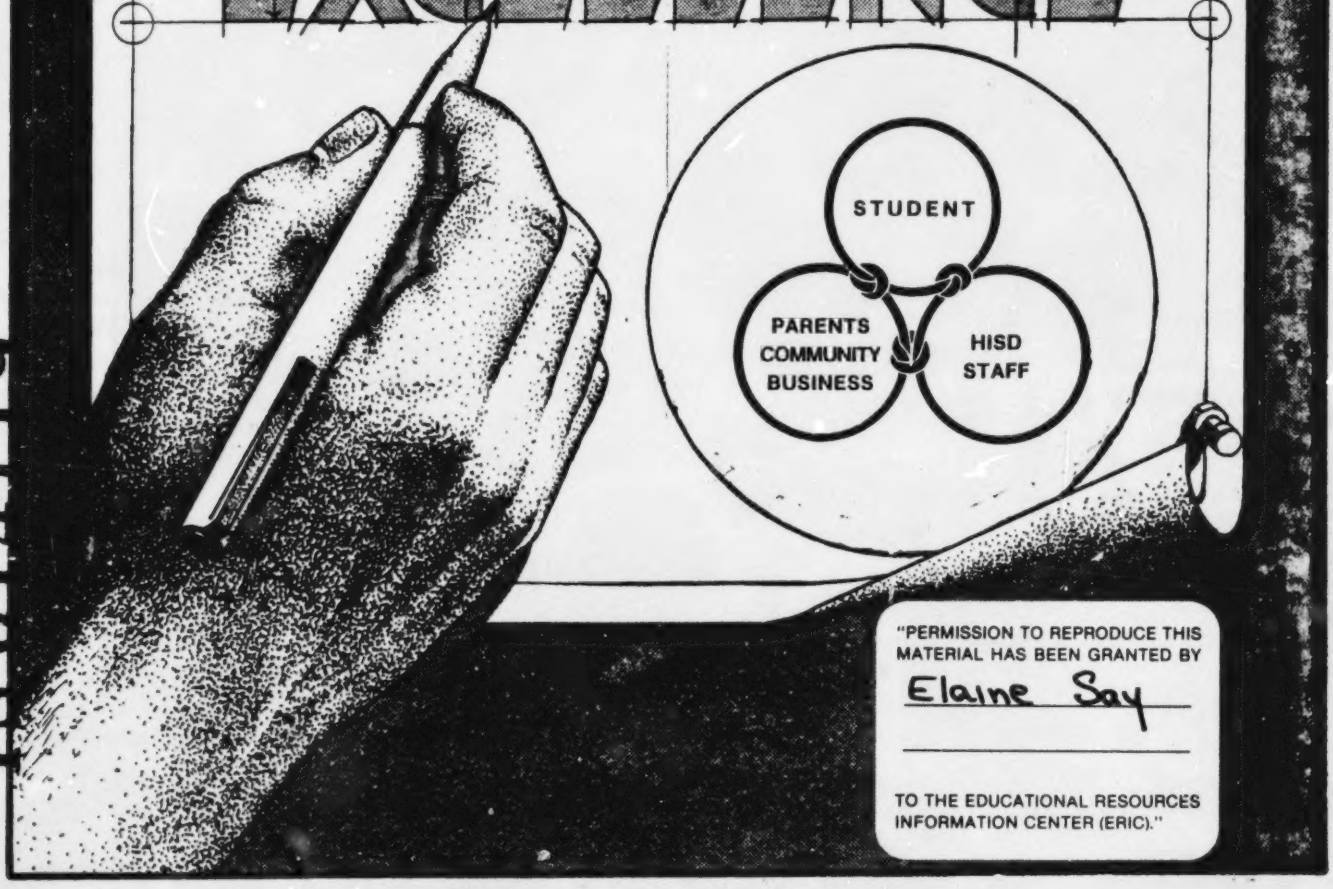
The Houston Plan For

EDUCATIONAL EXCELLENCE



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HOUSTON PLAN FOR EDUCATIONAL EXCELLENCE

WHAT?

The Houston Plan for Educational Excellence, as designed by the Houston Independent School District, is an ongoing process addressing the need to:

- attract and hold quality personnel in the education field;
- raise the productivity level of education staff;
- effectively utilize the resources and input of business/industry in the public schools; and
- restore confidence in public education.

The Plan is a vehicle for building collaboration and mutual understanding among students, staff, parents, business, and community. The end result of our efforts should be a better match between expectations and reality. Education can and should be the most important public enterprise--on it depends the future success of our nation. The Houston Plan is a means of restoring confidence in education through providing quality assurances. The public deserves to be assured that we possess the proficiencies to execute our jobs and we are willing to be held accountable for educational decisions under our control. "Truth in education" for parents and students is the first step.

WHY?

In the minds of many Americans, our economic system is at a crossroad. The nation finds itself lagging behind other nations in productivity. This loss of productivity is manifested in many ways including loss of a competitive edge with other nations, unemployment, and a depressed economy. The productivity of our public schools is at a similar crossroad. While the access to education is greater than ever before, the quality or excellence of

our public schools is in question. Public schools are perceived to have lost the competitive edge. Because our students will become the productive citizens of tomorrow, the HISD must begin in our schools to take "actions for excellence."

WHO?

Students, parents, business, community, and staff must be active participants in any plan to achieve excellence. The logo HISD has adopted (located on the cover of this brochure) portrays the importance of the interrelationship. When a Task Force was convened in November of 1982 each of these groups was represented.

HOW?

The initial concept paper for the Houston Plan for Excellence was widely circulated in the Houston community. By November 1982, a Task Force convened and through nine committees deliberated until May 1983 to arrive at recommendations pertaining to excellence initiatives. A total of 79 recommendations were forthcoming. The entire Task Force was asked to prioritize the recommendations and the top 25 items were then selected for more intensive development.

As the Task Force was deliberating, the staff of the District identified current programs/practices that impacted the Houston Plan goals. The District is striving to mesh current effective programs with new initiatives to produce a comprehensive educational program of the highest quality.

WHEN?

Although the Houston Plan began in the 1981-82 school year, it has by no means ended. The Houston Plan is a continuously evolving process. Many of the actions for excellence have already been put into place and many more are on the drawing board. The following chart indicates the components which combine to produce Houston's blueprint for educational excellence.

COMPONENTS OF THE HOUSTON PLAN FOR EDUCATIONAL EXCELLENCE

STUDENTS

Campus Level Accreditation Achievement Objectives

Minimum Competency Testing

Graduation and Promotion Standards

Grade Level and Course Proficiencies

Higher Level Thinking Skills

Year-Round School/Extended Day Programs

Code of Student Conduct

High School for Teaching Career

Recognition of Excellence in Attendance and Academic Achievement

PARENTS/BUSINESS/ COMMUNITY

Fail-Safe (Parent Involvement) Program

- Parent Conferences
- Fail-Safe Materials
- Computer Support
- Parent Training Sessions
  Computer Literacy Program
- Parent Proficiencies

Volunteers in Public Schools

- Business/School Partnerships
- Kindergarten Screening
- Building Level Programs
- Community Resource Bank
- VIPS Seniors
- Special Education Volunteers
- Parents Calling Parents
- School After School

STAFF

Improved Salary Schedule

Longevity Pay

Second Mile Plan (Incentive Pay)

Quality Assurance Program

- Functional Academic Skills Proficiency
- Content Area/Management Skills Proficiency
- Performance Assessment

Related Aspects of the Quality Assurance Program

- Selection Procedures for New Professional Personnel
- Selection Procedures for Student Teachers
- Quality Assurance Courses

Physical Fitness Opportunities

Technology Initiatives

- Teacher Technologists
- Technology Training for Staff

STUDENT COMPONENTS OF THE HOUSTON PLAN

Campus Level Accreditation Achievement Objectives

During 1982-83, an indepth study was made regarding campus level achievement objectives which are part of the District's accreditation process. While progress has been made in improving Districtwide test scores, student achievement growth was not consistent across the District or across grade levels at many campuses. In July 1983, the Board adopted a set of guidelines for campuses to follow in setting achievement objectives. The guidelines require that each campus make achievement projections for a three-year period ending in 1985-86. Campus action plans which upgrade instruction are written to reach the achievement expectations. If these objectives are met, by the end of the 1985-86 school year 69% of the elementary schools and 49% of the middle/junior high schools will have all grades at or above the Theoretical Grade Placement. For more information, call 623-5215.

Minimum Competency Testing

According to Board Policy all students in HISD must demonstrate competency in mathematics and reading. Competency may be demonstrated on the Houston Minimum Competency Tests (HMCT) or on the Iowa Tests of Basic Skills (ITBS) in grade eight. Students who attain competency are certified as meeting minimal (8th grade) competency requirements, and those who do not are required to take remedial courses, until they meet competency requirements. Further, the policy provides that students who are not certified will not be permitted to participate in work study programs or extracurricular activities unless they are enrolled in appropriate remedial classes.

For students not certified at the end of tenth grade, an academic review panel is convened at the campus. This panel reviews the student's progress toward certification and develops a two-year plan to achieve certification prior to graduation. For more information, call 623-5226.

Graduation and Promotion Standards

In February 1983, the Board approved changes in graduation/promotion standards and thereby authorized:

1) that gates for promotion be established, beginning with the first grade and continuing to grade 8;

2) that students be required to take at least four years of English, three years of math and two years of science for graduation;

3) that computer literacy be added to competency/graduation requirements;

4) that existing procedures for soliciting parent input and approval of student four-year plans be reinforced, beginning with middle school and continuing on a regular basis throughout a student's high school career;

5) that minimum standards for physical fitness be established for students in grade 9-12.

Grade Level and Course Proficiencies

Based on grade level and course proficiencies, criterion-referenced tests which match course objectives are being developed for all courses in grades 9-12. Students must pass the District criterion-referenced test and score at least 50% on the teacher's final examination to receive credit in the course. The use of these departmental exams will ensure an acceptable level of performance and provide uniformity in subject areas throughout the District.

Higher Level Thinking Skills

Findings of the National Task Force on Education for Economic Growth and the National Commission on Excellence in Education provide a compelling rationale for intensive and systematic teaching of higher-order thinking skills across the curriculum on all grade levels.

The District has taken two steps in providing these skills:

1) Systematic infusion of higher-order thinking skills into District curriculum in every subject at every grade level

2) Special courses and materials providing discrete instruction in such skills

The two approaches are mutually supportive. Also, both depend heavily upon thorough training of teachers and other staff. To facilitate such training, workshops have been planned to train a cadre of local leaders qualified to train and support other teachers.

Infusion of higher-level thinking skills into the curriculum was begun during a total overhaul of District proficiencies and supporting objectives. The application of higher-level cognitive processes was a major criterion for this revision effort. To build upon this effort, curriculum staff and other District leaders are being trained in a common theoretical framework for addressing thinking skills. Because of its quality and wide applicability across the content areas, a framework based on the Guilford model and Upton's Design for Thinking is being used. This framework provides a common vocabulary and coherent approach to enhance both communication and reinforcement of learning across content areas. Once trained, curriculum and other staff will apply common principles in revising curriculum guides, identifying and correlating materials, and providing support for teachers and administrators.

Special courses and materials featuring discrete teaching of thinking skills are used and provide useful models for the infusion effort. Pilots of these courses and materials provide a highly visible focus and allow careful evaluation of various instructional approaches. Pilot materials represent different approaches and target different student populations ranging from remedial to gifted. For more information, call 623-5261.

Year-Round School/Extended Day Program

HISD has a year-round school program and numerous extended day programs. Both programs respond to the needs of the contemporary family as well as providing students with the opportunity for enrichment or remedial instruction. The advantages of year round schools are numerous:

- Increased building capacity. It maximizes the use of existing school facilities while postponing the building of new facilities. The capacity of a building is increased by 30% because it is used year round.

- Programatic enhancement. It provides students the opportunity for enrichment, remediation, and acceleration. In addition, the usual regression in learning that usually occurs over the summer is avoided. When students are not mandated to be in school, they can attend sessions tailored to meet their special needs or interests, e.g., language immersion, fine arts, outdoor education. These types of activities can be held in community centers, churches, or other non-school facilities.

- Effective use of funds. It allows state compensatory and other funds to be redirected from ineffective programs, which pull students from their classes during the regular school day, to programs that can be more intensive and productive when held between sessions (as described above).

- Reduction of teacher shortage. Especially in critical areas, by utilizing teachers for more than the traditional 180 days of service, the number of needed teachers is decreased.

- Increased teacher salaries. When the average teacher's salary plus stipends are calculated on the year round teaching schedule, the "average teacher" made $30,225 in 1982-83 with a projected salary of $40,591 in 1986-87.

Similarly, the extended day programs, which are usually held from 2:30 to 5:15, offer a variety of benefits. In many instances, the District has collaborated with local businesses to design extended day programs which match the needs of businesses with working parents and provide remedial or enrichment opportunities for students. For more information, call 623-5581.

Code of Student Conduct

If the District is to succeed in fulfilling its responsibility of providing quality education, then parents and students must also be aware of their rights and responsibilities. The Code of Student Conduct Handbook is provided for all families in the District. Each parent, student and teacher is required to sign a statement of acknowledgment certifying they have read and discussed the Code. Some of the elements of the Code are: stringent attendance requirements (especially at secondary level); policies on search and seizure/vandalism/drugs on campus; disciplinary actions appropriate for various infractions; and responsibility of parents to provide support to the school. For more information, call 623-5581.

High School for Teaching Careers

A high school magnet program on two campuses has been designed to attract students into the education profession. The program, begun in the 1983-84 school year, provides a strong academic preparation and teaching experiences designed to familiarize students with the profession. For more information, call 623-5546.

Recognition of Excellence in Attendance and Academic Achievement

Student time on task or time devoted to instruction has been shown to increase levels of student achievement. One way to maximize time on task is to increase school attendance rates. Since 1978-79, the HISD has instituted a program to reward students for high levels of attendance and for academic achievement. "Excellence Day" at AstroWorld, a local amusement park, is the activity that serves to reward those students who:

1) earn all A's and not more than one B for both the first semester and first grading period of the second semester of the school year; or

2) have perfect attendance during the school year; or

3) are in a class at their school that has the highest percent of attendance.

Since the beginning of this program, student attendance rates have increased 3% from 90.99 in 1978-79 to 93.97 in 1982-83, the highest attendance rate since 1969-70. Achievement at the elementary and secondary levels has steadily improved. The average academic achievement of students at every elementary grade has met or exceeded the national norm for the past four years.

PARENT/BUSINESS/COMMUNITY COMPONENTS OF THE HOUSTON PLAN

Fail-Safe (Parent Involvement) Program

Since 1978-79 the Houston School District has implemented a comprehensive parent involvement program. The program includes various levels of involvement:

- Level I (Parent Conferences) - A public awareness campaign is initiated in the fall, prior to the first conference. Strategies include outdoor advertising, radio and television public service announcements, and local community awareness plans which are developed by each school.

  Individual parent/teacher conferences are conducted twice a year in all schools grades K-12. Parents are personally invited to attend the conferences by invitation and follow-up telephone calls.

- Level II (Fail-Safe Materials) - Special materials and information are designed for both fall and spring conferences, as well as on-going materials which are used each year including:

a) Points for Parents booklets with reading and math activities for parents to use at home with their children.

b) Reading and Math Progress Forms on which the teacher indicates skill deficits, have a dual purpose.

1) The information is given to the parent at the conference.

2) The progress forms are used as computer input documents to generate prescriptions.

c) Secondary materials include: a career interest inventory, brochures about HISD policies, procedures, and programs.

- Level III (Computer Support) - There are a number of computer-generated products for parent/child use at home including:

a) an achievement profile showing the ITBS scores from the previous spring;

b) a computerized reading list of library books;

c) an individualized "prescription" of reading or math activities available for each child, grade 1-6;

d) a computer-generated letter invites parents to attend Fail-Safe Secondary Conferences and indicates the student's career choice based on the career interest inventory.

- Level IV (Parent Training Sessions) - In 50 Chapter I schools, a series of five Fail-Safe parent workshops are conducted throughout the year. The parents are taught tutoring skills and shown how to actually use the Points books and the prescriptions.

- Level V (Computer Literacy Program - Computers Can Project) - In a selected number of schools, parents and their children learn to

use microcomputers in 12-hour training sessions. Upon completion of the training, the parent checks out the computer with appropriate software for use at home. Parental response to Computers Can has been so favorable that the program is being expanded to 45 campuses in 1983-84.

- Level VI (Parent Proficiencies) - The purpose of this component is to increase parents' understanding of the problems facing education so that together we can find workable solutions. Research indicates that many of the problems in today's schools can be solved only if parents become much more involved in the educational process. There is evidence that a child's success in school is in direct proportion to the parents' level of involvement in the child's education in ways which include: 1) decision-making regarding their child's academic future; 2) direct instruction of their child; and 3) discipline to assure a safe and orderly learning environment. To this end, HISD has scheduled a series of nine television programs covering critical educational issues. Parents are urged to view these programs with their children. Activities and materials related to the telecasts are being developed to reinforce the proficiencies of parents.

Some of the accomplishments of the District since the beginning of Fail-Safe include:

- Elementary students in grades 1-6 are scoring, on the average, at or above the national norm on the Iowa Tests of Basic Skills.
- HISD has one of the highest rates of student attendance of urban school districts in the nation, approximately 94%.
- The rate of student dropouts has declined to 7%.
- Parent attendance at individual Fail-Safe conferences is approximately 80% at the elementary level, 40% at the secondary level.

For more information, call 623-5151.

Volunteers in Public Schools

A comprehensive volunteer program is operational in the District. Some of the major activities are described. For more information, call 626-2950.

- Business/School Partnerships - The purpose of the Business/School Partnerships Program is to attract business people into the schools for: 1) their expertise; 2) the motivation business people inspire; 3) the individual attention they give; 4) the role models they provide; 5) the better understanding that results between two different worlds: private sector and public education. The partnership program currently involves 88 businesses and campuses.

- Kindergarten Screening - VIPS first and largest project is the annual indepth screening of the district's 14,000 five-year-olds. Over 2,000 volunteers screen all kindergarteners in areas of vision, hearing, language-learning, and motor performance. Parents, senior citizens, high school and college students, church and club groups, and businessmen and women participate in this project.

- Building Level Programs - School Volunteer Coordinators (SVC) appointed by the principal are trained by VIPS staff to assist in recruitment, building level orientation, placement and follow-up of parents and non-parents to assist in numerous programs. Primarily VIPS trains volunteers to tutor children in reading, math, and bilingual studies. The largest group work as Classroom Teacher Assistants. Many are trained to assist in the Clinic, Library Media Center, Art Enrichment, Music, Mini-Gym, Micro-Computers and Special Education. The largest number of VIPS serve in this phase of the program.

- Community Resource Bank (CRB) - Classroom speakers are scheduled at the teacher's request through the VIPS office. Over 2,000 businesses, organizations, universities and individuals are available to enrich the curriculum for students. Catalogs listing

topics are provided to all secondary teachers, all school libraries and grade level chairpersons in all elementary schools.

- VIPS-Seniors - This program, started in 1976 with a grant from the Edna McConnell Clark Foundation, recruits retired citizens to participate in all facets of VIPS. Of the 1,000 VIPS-SENIORS who have served in all sections of the city, 40% are men. Each year over 100 assist with kindergarten screening; 15% of the CRB presentations are made by Living Historians and retired businesspersons; and 300 individuals contribute an average of four hours each week to the students of 140 schools.

- Special Education Volunteers - A staff person funded by HISD's Special Education Department recruits, trains, and places volunteers to work with special children. Volunteers may work as tutors of children with learning problems in special "resource rooms," or may function as classroom aides with children who are mentally retarded, orthopedically involved, blind or partially sighted, deaf or hard of hearing, emotionally disturbed, or multiple handicapped. Specialized volunteer programs include Handicapped Scouting and Explorer Career Awareness, Special Olympics, The Kids On The Block (a troupe of handicapped puppets), a Special Education Speakers Bureau and a program of business involvement with secondary students concentrating on career planning.

- Parents Calling Parents - A program to improve student attendance was initiated in HISD's Area IV and is being expanded districtwide. Volunteers made calls from the schools and their homes in an effort to improve basic skills by increasing students "time on task."

- School After School - Delta Sigma Theta Sorority sponsors a basic skills tutorial program for students from schools near Hester House Community Center and 10 participating churches. The program has expanded to include services for 9th graders at Yates Senior

High School. A grant from the Cullen Foundation will provide 12 computers to each of four church sites for use by students after school hours.

STAFF COMPONENTS OF THE HOUSTON PLAN

Improved Salary Schedule

Salary schedules for teachers will be compressed over a five-year period to increase the current beginning salary of $16,500 to $21,000 for Bachelor degree teachers in 1986-87. The schedule will be reduced from its current 18 steps to 11 steps to enable teachers to reach the top of the salary schedule in substantially fewer years. By 1986-87, a Master's degree teacher at the top of the salary schedule will earn $33,000. When the longevity pay and Second Mile stipends (described below) are added to a teacher's salary, the Master's degree teacher at maximum can earn $40,000 for 180 days of service in 1986-87. For more information, call 623-5204.

Longevity Pay

All employees currently draw extra pay for service of 14 years or longer. For the 1983-84 school year, longevity payments of $300-$800 are paid to teachers for service ranging from 14 to 20+ years. By 1986-87, these payment amounts are proposed to increase to a maximum of $4,000 in longevity pay for teachers with service of 25 years or longer. For more information call, 623-5204.

Second Mile Plan (Incentive Pay)

Teachers are rewarded with incentive pay for going the "second mile." These stipends which range in amount from $150 to $2,000 allow teachers to earn extra pay for teaching in schools with a high proportion of disadvantaged students; for teaching math, science, bilingual or special education; for teaching at unique campuses that serve multihandicapped students or juveniles placed by the courts; for professional growth experience including coursework or inservices; for outstanding teacher attendance; and for teaching at schools where students have exhibited outstanding educational progress.

In order to receive any Second Mile stipend, a teacher must meet rigorous baseline requirements including good attendance, appropriate certification, acceptable assessment on teaching proficiencies, and a passing score on a test of functional academic skills. After four years of implementation, the program has dramatically improved teacher attendance, alleviated teacher shortages in critical teaching subjects, and stabilized facilities at schools serving the disadvantaged. Teachers can earn up to $6,000 in stipends. For more information call, 623-5581.

Quality Assurance Program

The Quality Assurance Program applies to all current and future employees in the District from the head custodian down to the General Superintendent. There are three components of the Quality Assurance Program: proficiency in functional academic skills (math, reading, writing); teaching content area/management skills, and on-the-job performance assessment.

- Functional academic skills proficiency for all employees. All professional personnel are required to be proficient in the functional academic skills (reading, writing and mathematics). Beginning in 1983-84, employees may choose one of the following methods to demonstrate proficiency in the functional academic skills. They may:

    1) take the Pre-Professional Skills Test (PPST) and meet or exceed the District's minimum scores as established by the jury validation process;

    2) take District's Functional Academic Skills Test (FAST) within two years, and meet or exceed the District's minimum scores (by August 1985).

  If an employee does not pass either examination, the District will develop prescriptions identifying the deficient areas from his/her scores. The employee may use these prescriptions in choosing to participate in District-sponsored employee development modules, engage in self-directed study, or enroll in university coursework before retesting to determine proficiency.

Passing the PPST or the District's Functional Academic Skills Test will certify an employee proficient in the functional academic skills for six years. It will be each employee's responsibility to show that he/she has been certified proficient in the functional academic skills. If the District has no record of certification within two years (or by August 31, 1985), the employee's salary is "frozen" at the then current level until proficiency is demonstrated. For more information call, 623-5581.

- Content area/management skills proficiency. The content area examination program begins in 1984-85 and the procedures used will be similar to those used for functional academic skills certification. Employees will have two years to demonstrate proficiency in their specific areas or fields of expertise (August 1987).

The District will develop examinations to measure a teacher's expertise in his/her primary teaching field. Those teachers who pass the examination will be certified proficient for six years. If an employee does not pass the examination, the District will develop prescriptions identifying the deficient areas from his/her scores. The employee may use the prescriptions in choosing to participate in District sponsored employee development modules, engage in self-directed study,or enroll in university coursework before retesting. Employees whose salaries are "frozen" as a result of the absence of certification will be ineligible for Second Mile Plan stipends.

Content area or management skills examinations will also be developed for other professional employees in the District and, once these examinations are identified and administered, the procedures will be identical to those described for classroom teachers. If the District has no record of management skills certification within two years (or by August 31, 1987), the employee's salary will be "frozen" at the then current level until proficiency is demonstrated. For more information, please call 623-5581.

- Performance assessment. Professional staff are required to demonstrate proficiency in performing their job responsibilities. This component includes on-site observation of an employee's job performance by a team of two or three persons. The program also includes an audit of other skills required to carry out a job efficiently and effectively. For example, principals' performance ratings are based upon instruction, community and staff interpersonal relationships, the building management system, staff assessment and assistance, and student/teacher performance. Proficiencies used in the performance component for each employee group will be developed, as they were for classroom teachers and principals, with the assistance of representatives from the employee group. For more information, call 623-5581.

Related Aspects of the Quality Assurance Program

- Selection procedures for new professional personnel. To strengthen the selection criteria already in place, prospective employees must meet District requirements on a test of functional academic skills and content area. These new requirements are in addition to current policy which requires a strong academic preparation, appropriate certification, references and acceptable scores on the Selection Research, Inc. (SRI). Teacher Perceiver Instrument which elicits information on skills such as empathy, individualized perception, listening, innovation, focus, etc.

  Administrator selection will also be strengthened through the implementation of an assessment center approach. In this approach, instructional supervision skills and conference skills are assessed through simulations, observations, and videotaping. For more information call, 623-5581.

- Selection procedures for student teachers. Student teachers assigned to HISD classrooms are required to demonstrate functional academic skills proficiency prior to their placement in HISD. For more information call, 623-5581.

- Quality assurance courses. Employees are provided opportunities to enroll in courses to improve specific job proficiencies, functional academic skills, and content area proficiency. These courses are designed to assist employees in obtaining the proficiency levels required by the District. In addition to specific individual courses of study, modules will also be available to employees to assist in remediating deficiencies or upgrading skills.

Physical Fitness Opportunities

A fitness and lifestyle change program is offered to employees to reduce absenteeism, improve employee morale and productivity, reduce stress in the educational environment, and improve the benefits offered by the District to aid recruitment and provide stability in the work force. Through a Living Well program, employees are offered exercise classes, lifestyle education, and physical fitness examinations. The District pays one-half of the cost and the employee pays one-half of the cost. The program is offered at various sites throughout the District. For more information, call 623-5581.

Technology Initiatives

The Houston Independent School District is committed to providing its students with the education they will need for a computer-based world. It is also committed to the new technologies because by using them, student and staff productivity can be increased while costs are reduced.

The District has developed a Department of Technology to:

- Coordinate District use of technology for instruction and administration
- Prepare staff and students for success in a rapidly changing technological society
- Maintain awareness of state-of-the-art technological innovations
- Evaluate software and promote its effective use for instruction and administration

- Train administrators, teachers and parents in the uses of computers and other technological media
- Develop a clearinghouse to disseminate information on technological developments
- Centralize procurement of hardware and software to assure cost containment and compatibility
- Develop an in-house maintenance capability
- Plan for evaluation and integration of office automation

The Department is addressing these goals through seven major functions: needs assessment and planning, technology training, technical applications, centralized procurement, telecommunications/maintenance, system design and development, and special projects support.

Two major staff training functions include:

- Teacher technologists. Teacher Technologists help extend technological expertise to the campus level. In the spring of 1983, a cadre of these teachers began a 296-hour training program to equip them for their new role. They studied such subjects as Instructional Applications of the Computer, Courseware Selection Programming, Planning and Implementation, and Technology Information Resources. By 1987, every HISD campus should have a certified Teacher Technologist who will train other teachers at their campus and work in all facets of development of computer literacy. For more information, call 960-8888.
- Technology training for staff. HISD has instituted a concentrated effort to train staff in the various computer applications for education. Staff training in HISD is part of the Microcomputer Implementation Plan whereby no campus can receive an allocation of computers until its staff is trained to use them. During the 1982-83 school year, the Department of Technology provided more than 10,000 person-days of training in topics like Hands-on

Instruction, Instructional Mathematics, and Administrative Applications. There are now more than 1500 microcomputers in the District. The student/computer ratio is approximately 1/141 on the elementary level and 1/116 on the secondary level. For more information, call 960-8888.

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